

INFLUENCE OF TEACHER'S
QUALIFICATION ON ACADEMIC
PERFORMANCE OF STUDENT IN AHMADU
BAHAGO SECONDARY SCHOOL MINNA,
NIGER STATE

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SCHOOL OF ARTS AND SOCIAL SCIENCES
NIGER STATE COLLEGE OF EDUCATION MINNA

EDU
142

DECEMBER, 2021

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**BEING A PROJECT PRESENTED TO DEPARTMENT OF PRIMARY EDUCATION
STUDIES, SCHOOL OF ARTS AND SOCIAL SCIENCES, NIGER STATE COLLEGE
OF EDUCATION, MINNA. IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF NIGERIA CERTIFICATE IN EDUCATION**

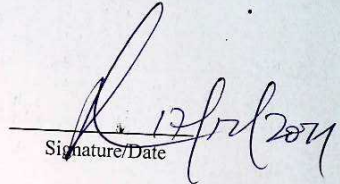


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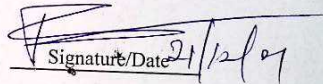
APPROVAL PAGE

This project titled "Influence of teacher's qualification on academic performance of students in Ahmadu Bahago Secondary School, Minna has been read and approved as meeting the requirement for the award of Nigerian Certificate in Education (NCE) of the Department of Primary Education, Niger State College of Education Minna.

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DEDICATION

We dedicated this Project to Almighty God for His guidance and protection throughout our years of study in this great institution.

ACKNOWLEDGEMENT

Our gratitude goes to Almighty God who has made all things possible and saw us through with our NCE programme. We sincerely acknowledge our Project Supervisor in person of Dr. Musa Ahmed Zarif, for his guidance, valuable suggestion encouragement and moral support. May God reward and continue to guide him in all his endeavours

We also wish to acknowledge our Parents for their moral and financial support towards the successful completion of our school. May Almighty God reward them abundantly.

Our special thanks go to our brothers and sisters, classmate, friends and well wishers. We just want to say thank you, and May Almighty God bless you all.

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ABSTRACT

This research work was carried out to examine the influence of teacher's qualification on academic performance of students Ahmadu Bahago Secondary School Minna, Niger State, the research reviewed related literatures that are directly linked with the subject matter of the study. The research adopted survey research design. The population of the study was the entire teachers and students in Ahmadu Bahago Secondary School Minna, Niger State. Simple random sampling techniques were used in selection of 100 respondents comprising of twenty teachers and eighty students. The instrument used in data collection was questionnaire. The data collected from in the field was analyzed using descriptive statistics such as simple percentage and frequency tables to provide answers to the research questions. Based on the findings the research concluded that teacher's qualification has significant impact on academic performance of students in secondary school. The study also concluded that there is a significant relationship between teaching method used by teacher and academic performance of student. The research further concluded that there are possible ways of enhancing effective teaching and in our secondary schools. It is therefore, recommended that there should be a general reform of teacher education in all teacher training institutions. It is necessary to ensure pre-service teachers content and pedagogical knowledge are adequate and meet up with the current trend in education.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

One of the principles of education in Nigeria is to equip every citizen with such knowledge, skills, attitudes and values that will enable him derive maximum benefits from his membership of society, have a fulfilling life and contribute towards the development and welfare of the community (FRN, 2014). Unfortunately academic achievement of Nigerian students in secondary school level has remained poor over the years (Obika, 2015). This could be as a result of poor mastery of the subject matter which occurs as a result of poor quality of teacher and method of teaching. Teacher characteristics are the instructional behaviours exhibited by the teacher towards goal attainment. These characteristics are the combination of peculiar qualities, traits, mental or moral nature/strength and status that make one person or group different from another. Successful teachers' characteristics are those that have been found by empirical researches to be related to improved achievement by students in the cognitive, affective or psychomotor outcomes of education (Offerma, 2014).

The importance of teacher characteristics in realizing educational goals and objectives in any educational system cannot be over emphasized (Adu, Galloway and Oloaye, 2014). The bedrock of educational system lies on a core of devoted, knowledgeable, competent and well-trained teachers. Akinic, Olofinniyi & Fashiku (2012) conducted a study entitled: "Teachers' Quality as Correlates of Students

Academic Performance in Senior Secondary Schools in Ondo State, Nigeria." They found that: the role of professionally qualified/trained teachers was an important teacher quality which enhanced students' academic achievement of secondary school student. Research findings have also established that teacher's qualification and teaching experience is positively correlated with learning outcome. Similarly, Raw (2013) affirmed that teachers with years of experience in the profession turned out students with higher academic performance. This is due to the fact that these teachers are able to harmonize the minds and emotions of their students in class and this produces better academic achievement.

Furthermore, Vidgor (2016) in his research found that a significant difference exists in the mean performance of students in schools staffed with qualified teachers and those schools staffed with unqualified teachers. Adeniji (2014) supported this finding to a great extent that teachers' qualification has potent relationship with students' achievement. Ukwue (2019) observed that many students draw inspiration from competent and good teachers who are essentially qualified. This means that educational training influences job performance and also acts as a reliable indicator of the type of qualification are more effective than those with lower qualification and that skilled teachers with some additional skills are more productive than the unskilled. This could be the reason for specifying the minimum educational qualification for entering into the

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teaching profession in Nigeria to be the Nigerian Certificate in Education (N.C.E) by the Federal Republic of Nigeria (2014), in her National Policy on education.

From the above discussion, it is therefore, paramount to investigate influence of teacher's qualification on academic performance of students in Ahmadu Bahu Secondary School, Minna

1.2 Statement of the problem

Over time, students' academic performance in both internal and external examination had been used to determine excellence in teachers and teaching. Teachers have been shown to have an important influence on students' academic performance and they also play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students. Both teaching and learning depend on teachers: no wonder the teacher demographic variables have been conceptualized as those distinct features in a particular teacher that make him or her to perform his or her duty effectively to produce desired results.

Considering governments' huge investment in public education, its output in terms of quality of students has been observed to be unequal with government expenditure. Consequently upon the observed deterioration in the academic performance of secondary school students subject in public Secondary Schools, one wonders if the high failure rates and the poor quality of the secondary school students are a reflection of the teacher's quality or qualification. A research conducted by Ferguson (2015) and O'Neill (2017)

emphasized that teacher's qualification and other school variables may play an important role in what students learn. They affirmed that learning is a complex activity that involves interplay of teaching resources, skills of teaching, and the curriculum, among other things. Darlin (2019) and Obanya (2013) asserted that the quality of an educational system depends on the quality of the teachers. Ferguson (2015); Wenglinsky (2013), in different studies, found that the single largest factor affecting academic growth of students is differences in effectiveness of individual classroom teachers.

It is based on the above note that this research was embarked upon to investigate the influence of teacher's qualification on academic performance of students in Ahmadu Bahago Secondary School, Minna.

1.3 Objective of the Study

The primary objective of this research is to examine the influence of teacher's qualification on academic performance of students in Ahmadu Bahago Secondary School, Minna. The specific objectives are to:

- i. Determine the impact of teacher's qualification on academic performance of students in Ahmadu Bahago Secondary School, Minna;
- ii. Examine the influence of teacher's teaching methods on academic performance of students in Ahmadu Bahago Secondary School, Minna;
- iii. To examine possible ways of enhancing effective teaching and learning for improve student's academic performance in Secondary School in Minna.

1.4 Research Questions

The following research questions are formulated to guide the research:

- i. What is the impact of teacher's qualification on academic performance of students in Ahmadu Bahago Secondary School, Minna?
- ii. What is the influence of teacher's teaching methods on academic performance of students in Ahmadu Bahago Secondary School, Minna?
- iii. What the possible ways of enhancing effective teaching and learning for improve student's academic performance in Secondary School, Minna?

1.5 Significance of the Study

This research will be of great importance to school Administrators, Teachers, as well as future researchers. The research will assist school administrators in finding ways of recruiting qualified and experienced teachers that will impart the required knowledge of on the students. The recommendations of the research will also assist school administrators in finding possible ways of training and retraining their teachers on effective teaching methods and strategies that will enhance effective teaching and learning of in our secondary schools.

Teachers will also find the findings of this study useful as it will guide them on the appropriate or best teaching strategy. The research will also enlighten them on the need to upgrade their knowledge in other to meet up with the challenges of teaching their students effectively and efficiently.

It is also hoped that this research will serve as reference point for researchers as well as students wishing to carry out similar research in the nearest future. The research will form part of reference material in the school library (i.e. Niger State College of Education School Library) where the research is being conducted.

1.6 Scope and Limitation of the Study

This scope of this research is based on the influence of teacher's qualification on academic performance of students in Ahmadu Bahu Secondary School, Minna. This research will be limited to the analysis based on the questionnaire to be administered as well as diverse literature that has direct bearing on the subject of the study.

Other limitations of the study are inability of the researcher to cover the entire population of the study, finance and time constraints.

1.7 Definition of Terms

- i. **Influence:** This concept is referred to as either positive or negative changes brought about by one variable factor on another.
- ii. **Qualification:** Refers to a special skill, knowledge, or ability that makes someone suitable for a particular job or activity.
- iii. **Academic Performance:** This refers to the pupil's performance, scores, within the class and his position relative to all those subjected to the same test.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter intends to review existing literatures that have direct bearing on the subject of the Study.

2.2 Conceptual Framework

2.2.1 Concept of Teachers Qualification

Merriam Webster Dictionary (2005) defines 'qualification' as a special skill or type of experience or knowledge that makes someone suitable to do a particular job or activity. Therefore, teachers' qualification is a particular skill or type of experience or knowledge someone possesses to make him or her suitable to teach. Teachers' qualifications could, therefore, mean all the skills a teacher required to teach effectively. Such skills include formal education, experience, subject matter knowledge, pedagogy studies, duration of training, certificate/licensing and professional development (Kola, 2015).

Zuzovsky (2019) in her study on "Teachers' qualifications defined teachers' qualifications to seven indicators that are: Teachers' formal education, Teachers' education in the subject matter of teaching (in-field preparation), Teacher education in pedagogical studies, Duration of the preparation period, Certification and licensing status, Years of experience and Preparation in professional development activities. These indicators are central to this review because they act as a compass through which to

navigate this review. Zuzovsky (2019) each of them will be separately discussed in detail for proper understanding of what qualifications are.

Darling-Hammond (2014) opined that Certificate or licensing status is a measure of teacher qualifications that combines aspects of knowledge about subject matter and about teaching and learning. Its meaning varies across the states because of differences in licensing requirements, but a standard certificate generally means that a teacher has been prepared in a state approved teacher education program at the undergraduate or graduate level and has completed either a major or a minor in the field(s) to be taught. In Nigeria, the minimum requirement for teaching is Nigeria Certificate in Education (N.C.E.) as stipulated by the Federal Government of Nigeria (National policy on Education, 2014).

2.2.2 Concept of Academic Performance

According to Cambridge University Reporter (2013), academic performance is frequently defined in terms of examination performance. It is the extent to which a student has achieved his/her educational goals. Indicators of performance could be subject or courses passed or failed and credits earned in examinations and competitions. Aremu and Sokan (2013) indicated that poor academic performance is a performance that is adjudged by the examinee/testee and some other significant bodies as falling below an expected standard. Osonwa et al (2013) also stated that prior literature has shown that learning outcomes (academic achievement and academic performance)

have been determined by such variables as, family, schools, society and motivation factors.

Eweniyi (2012) is also of the opinion that different factors are capable of influencing the academic performance of a child. Such factors may be the child's internal state (intelligence, state of health, motivation, anxiety etc) and their environment (availability of suitable learning environment, adequacy of educational infrastructure like textbooks and well-equipped laboratories). There are several important areas that are most commonly linked to academic performance including student role performance factors, school factors and family factors. Student's role performance is how well an individual fulfils the role of a student in an educational setting. School effort and extra-curricular activities are important influences on student role performance and have been shown to affect test scores (Ghazi, Nawaz, Shatzad, Shahzada and Rukhar, 2013).

2.2.3 Influence of Teachers Qualification and Academic performance of Students

According to Adeniyi (2014) teachers' qualification has potent influence on students' academic performance of students. Seweje (2012) also discovered that there is a significant difference between the achievement of students taught by IIND and Degree Certificate holders in Education. In a study on the impact of teachers' qualification on students' performance, Collfalter, Ladd and Vidgor (2016) found that a significant difference exists in the mean performance of students in schools staffed with qualified teachers and those schools staffed with unqualified teachers. Adeniji (2014) supported this finding to a great extent that teachers' qualification has potent relationship with

students' achievement. Ukewe (2019) observed that many students draw inspiration from competent and good teachers who are essentially qualified. This means that educational training influences job performance and also acts as a reliable indicator of the type of work one should look for.

In a causal model of Onuoha (2016) teachers' qualification is seen to influence students' academic achievement both directly and indirectly. It has a path coefficient of 0.019 which accounts for 5.1 percent of the total effect of the tier predictor variables and also accounts for 3.24 percent of the variance in students' academic achievement. Its direct effect accounts for 5.3 percent of the total effect of all the predictor variables while its indirect effect account for 10.4 percent also of the total effect of the tier predictor variables. The researcher concluded that the lack of suitably qualified teachers with pedagogical skills; commitment and practical orientation, seriously affects students' academic achievement.

Adeniji (2014) found out in a path-analytic study of some teacher characteristics and teacher job performance and secondary schools in Ogun State that teaching experience was an effective variable that had direct causal influence on teachers' job performance.

2.2.4 Relationship between Teacher's Method of Teaching and Academic Performance of Students

The primary purpose of teaching at any level of education is to bring a fundamental change in the learner (Tebabal & Kahassay, 2011). To facilitate the process

students' achievement. Ukwue (2019) observed that many students draw inspiration from competent and good teachers who are essentially qualified. This means that educational training influences job performance and also acts as a reliable indicator of the type of work one should look for.

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2.2.4 Relationship between Teacher's Method of Teaching and Academic performance of Students

The primary purpose of teaching at any level of education is to bring a fundamental change in the learner (Uchabal & Kabssay, 2011). To facilitate the process

of knowledge transmission, teachers should apply appropriate teaching methods that best suit specific objectives and level exit outcomes. In the traditional epoch, many teaching practitioners widely applied teacher-centered methods to impart knowledge to learners comparative to student-centered methods. Until today, questions about the effectiveness of teaching methods on student learning have consistently raised considerable interest in the thematic field of educational research (Hightower et al., 2011).

Moreover, research on teaching and learning constantly endeavour to examine the extent to which different teaching methods enhance growth in student learning. Quite remarkably, regular poor academic performance by the majority students is fundamentally linked to application of ineffective teaching methods by teachers to impart knowledge to learners (Adunola, 2011). Substantial research on the effectiveness of teaching methods indicates that the quality of teaching is often reflected by the achievements of learners. According to Ayeni (2011), teaching is a process that involves bringing about desirable changes in learners so as to achieve specific outcomes. In order for the method used for teaching to be effective, Adunola (2011) maintains that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered.

According to Ayeni (2011), teaching is a continuous process that involves bringing about desirable changes in learners through use of appropriate methods. Adunola (2011) indicated that in order to bring desirable changes in students, teaching methods used by educators should be best for the subject matter. Furthermore, Bharadwaj

& Pal (2011) sustained that teaching methods work effectively mainly if they suit learners' needs since every learner interprets and responds to questions in a unique way (Chang, 2015). As such, alignment of teaching methods with students' needs and preferred learning influence students' academic attainments (Zech, 2014).

2.2.5 Way forward to the Challenges of Teaching and Learning in Secondary Schools in Nigeria

According to T'ado (2015) employment of qualified teachers, posting of adequate number of teachers to schools, teachers as model to students in skill acquisition, teachers self improvement, organization of Home Economics club, sensitization of students, sufficient periods for lesson and practicals, use of discussion, demonstration and project method of teaching, equipped laboratory, adequate funds, educating parent and appeal to P.T.A will go a long way in enhancing teaching and learning of Home Economics in our secondary schools. Shehu (2014) also share the same view that only competent and qualified teachers should teach Home Economics subjects in secondary school for effective acquisition of skills. Supporting the above Andrew (2016), opined that teachers should hold value position of pragmatism in teaching. This is an approach focusing on individual acquisition of useful skills, becoming self improved and a model to learners.

Mohammed (2014) said teachers must remain a student all his life, as skills can only be learnt by teaching under the guidance of skilled tutors. Rabinu (2017) also supports the assertion that personnel involved in teaching of practical skills should be experts and well trained in their chosen area and management skills. On the issue of

insufficient funding of Home Economics, Rabi (2017) said that provision of adequate funds, educating parents and make appeal at P.T.A is will go a long way in ensuring effective and efficient teaching of Home Economics in our Secondary schools, Shelu (2014) availability of funds and support from the public pave way for effective teaching and acquisition of skills for self-reliance. Sadker and Sadker (2013) that when more time is allocated to subject matter learning, student achievement increases. They further opined that developing extracurricular activities add value to life both during and far beyond the secondary school years, this is in support of the organization of Home Economics club to enhance learning by secondary school learners. This is not surprising as skill acquisition and self-reliance is the government's target.

Awojobi (2015) share same view that people with skills become better and more useful human beings at home and in the society at large, therefore, Administrator of secondary schools should endeavour to seek for trained Home Economics teachers to implement the curriculum. Administrators and Government should provide an ideal laboratory for the teaching and learning of Home Economics in secondary schools. Home Economics teachers should endeavour to be competent in their teaching as exemplified by the subject, be a model and sacrifice their time to increase period of teaching from three period per week to four period per week. Home Economics teachers should assist in the formation of Home Economics club where skills that will make students self-reliant are taught.

2.3 Summary of Literature Reviewed

This chapter reviewed related literatures that are directly linked with the subject matter of the study. The review was done under conceptual framework which includes: Concept of Teachers Qualification, Concept of Academic Performance, Influence of Teachers Qualification and Academic performance of Students, Relationship between Teacher's Method of Teaching and Academic performance of Students and Way forward to the Challenges of Teaching and Learning in Secondary Schools in Nigeria

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the procedure for data collection, the research design adopted in the study, research instrument and sampling techniques as well as method of data collection and analysis.

3.2 Research Design

The research design to be adopted in this study is descriptive survey research design. This design is preferably chosen because of the objectives that the study seeks to achieve. It also gives room for generalization of the findings of the study to the entire population under study.

3.3 Population of the Study

According to Orodho, (2008) specifying the population that is targeted for study is important as it helps researcher to make decisions on sampling and resources to use. Population for this study was the entire teachers and SSIII students in Ahmadu Bahago Secondary School Minna.

3.4 Sample and Sampling Techniques

Simple random sampling techniques were used in the selection 100 respondents comprising of twenty (20) Teachers and eighty (80) students who participated in the study. The categories of respondents sampled are listed in the table below:

Table 1: Categories of Respondents Sampled

S/NO	Categories	No of Sampled Respondents
1	Teachers	10
2	Students	80
	Total	100

3.4 Research Instrument

The instrument to be used for data collection in this study was a structured questionnaire titled: Influence of Teacher's Qualification on Academic Performance of Student Questionnaire (ITQAPSQ). The instrument was divided into two sections, A, and B. Section A consist of personal data of the respondents while section B was questions related to subject matter of the study. Four likert scale: Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) were used in soliciting answers from the respondents.

3.6 Validity of the Instrument

In order to ensure validity, the instrument was given to the experts in the department of Primary Education for Suggestions, observations and corrections, before administering it on the respondents. After the necessary corrections and suggestions by the experts, the instrument was modified based on the expert's input.

3.7 Reliability of the Instrument

To determine the reliability of the instrument, a pilot test was carried out using twenty (20) respondents comprising of both teachers and students Government Day

Secondary School Tunja, Minna which is not part of the study area. Test retest method was made at interval of two weeks to determine the reliability of the instrument. The result of the test was analyzed using Pearson Product Moment Correlation Coefficient statistics in order to determine whether the instrument is appropriate for the study. The result of the Pearson Product Moment Correlation Coefficient statistics was 0.78 which was considered adequate for the study.

3.7 Method of Data Collection

The researchers personally administer the instrument (questionnaires) to the respondents (i.e. the sampled teachers and Students). Prior to the administration of the instrument, an introductory letter of permission was presented to the Principal of the school under study to allow the researchers administer the instrument to the respondents. The administration of the questionnaire and retrieval was made by the researchers. 100 percent of the questionnaire was retrieved for further analysis.

3.8 Method of Data Analysis

The data collected via questionnaire will be analyzed using descriptive statistics. simple percentage and tabulation.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter deals with data presentation and analysis of the data collected via questionnaire

4.2 Data Presentation and Analysis

Table 1: Categories of the Respondents

S/NO	Categories	Frequency	Percentage (%)
1	Student	80	90
2	Teachers	20	10
	Total	100	100

Source: Field Survey, 2021

Table 1 above revealed that 80 representing 80% of the respondents are students, while the remaining 20 representing 20% are teachers. The implication of this is that both teachers and students participated in the study.

Table 2: Educational Qualification of the Teacher

S/No	Qualification	Frequency	Percentage (%)
1	Diploma	-	-
2	NCE	13	65
3	B.Ed/BSc.	7	35
4	M.Sc/MBA	-	-
	Total	20	100

Source: Field Survey, 2021

Table 2 shows that 13 representing 65% of the respondents were NCE holders, while the remaining 7 representing 35% of the respondents were B.Ed/BSc holders. The implication of the above analysis is that majority of the respondents are NCE holders. This also shows that majority of the teaching staff possess minimum teaching qualification and thus were in position to provide answers to questions in the questionnaire.

Table 3: Working Experience of Teachers

S/No	Years of Experience	Frequency	Percentage (%)
1	1-5 years	5	25
2	6-10 years	12	60
3	11 years and above	3	15
	Total	20	100

Source: Field Survey, 2021

Table revealed that 5 representing 25% of the respondents possess a working experience of between 1-5 years, 12 representing 60% of them possess a working experience of 6-10 years, while the remaining 3 representing 15% of the respondents possess a working experience of 11 years and above.

Research Question 1: What is the impact of teacher's qualification on academic performance of students in Ahmadu Bahago Secondary School Minna?

2: Response on the teacher's qualification on academic performance of students in Ahmadu Bahago Secondary School Minna

ITEMS

	SA	A	SD	D	Total
1 Teacher's qualification has a significant influence on academic performance of students	50 (50%)	35 (35%)	10 (10%)	5 (5%)	100
2 Majority of teachers who have imparted the required knowledge on students in our school possessed a minimum of NCE	30 (30%)	20 (20%)	35 (35%)	15 (15%)	100
3 Unqualified teachers lack ability to impart the required knowledge, which negatively affect students academic performance	30 (30%)	40 (40%)	20 (20%)	10 (10%)	100
4 Poor academic performance of students can be attributed to unqualified or in experience teacher	50 (50%)	35 (35%)	10 (10%)	5 (5%)	100

Source: Field Survey, 2021

Item 1 under table 2 revealed that 50% of the respondents strongly agreed with the assertion that Teacher's qualification 'has a significant influence on academic performance of students. 35% of them agreed with the assertion. 10% of the respondents strongly disagreed, while the remaining 5% disagreed with the assertion.

Table 2 under item 2 shows that 30% of the respondents strongly agreed with the statement that majority of teachers who have imparted the required knowledge on students in our school possessed a minimum of NCE. 20% of them agreed with the

assertion, 35% of the strongly disagreed with the statement, while the remaining 15% of them disagreed with the assertion.

Table 3 under item 3 revealed that 30% of the respondents strongly agreed with the assertion that unqualified teachers lack ability to impart the required knowledge, which negatively affect students academic performance, 20% of the strongly disagreed, while the remaining 10% of the disagreed with the assertion.

Item 4 under table 2 revealed that 50% of the respondents strongly agreed with the assertion that poor academic performance of students can be attributed to unqualified or in experience teacher, 35% of them agreed with the assertion, 10% of the respondents strongly disagreed, while the remaining 5% disagreed with the assertion.

The analysis above indicates that Teacher's qualification has a significant influence on academic performance of students. Majority of teachers who have imparted the required knowledge on students in our school possessed a minimum of NCE. Unqualified teachers lack ability to impart the required knowledge, which negatively affect student's academic performance. Poor academic performance of students can be attributed to unqualified or in experience teacher.

Research Question 2: What is the influence of teacher's teaching methods on academic performance of students in Ahmadu Bahago Secondary School, Minna?

Table 3: Responses on the influence of teacher's teaching methods on academic performance of students in Ahmadu Bahago Secondary School, Minna

S/N	Item	SA	A	SD	D	Total
1	Teaching method adopted by teachers significantly affects students understanding and performances in a subject	50 (50%)	30 (30%)	15 (15%)	5 (5%)	100
2	Effective teaching method significantly improves students' academic performance.	45 (45%)	25 (25%)	20 (20%)	10 (10%)	100
3	The teaching approach used by teacher determine how well students will pass or fail in a subject	60 (60%)	20 (20%)	10 (10%)	10 (10%)	100
4	Student understand a concept ' or subject better when appropriate teaching methods are used in teaching them	50 (50%)	30 (30%)	15 (15%)	5 (5%)	100

Source: Field Survey, 2021

Table 3 under item 1 revealed that 50% of the respondents strongly agreed with the assertion that Teaching method adopted by teachers significantly affects students understanding and performances in a subject, 30% of them agreed with the statement, 15% of them strongly disagreed with the assertion, while the remaining 5% of the respondents disagreed with the assertion respectively.

Table 3 under item 2 shows that 45% of the respondents strongly agreed with the assertion that effective teaching method significantly improves students' academic performance, 25% of the agreed with the assertion, 20% of them strongly disagreed, while the remaining 10% disagreed with the statement.

Item 3 under table 3 revealed that 60% of the respondents strongly agreed with the assertion that the teaching approach used by teacher determines how well students will pass or fail in a subject, 20% of the respondents are in support of the assertion, 10% of them strongly disagreed with the assertion, while the remaining 10% disagreed with the statement.

Table 3 under item 4 revealed that 50% of the respondents strongly agreed with the assertion that student understand a concept or subject better when appropriate teaching methods are used in teaching them, 30% of them agreed with the statement, 15% of them strongly disagreed with the assertion, while the remaining 5% of the respondents disagreed with the assertion respectively.

The analysis above indicates that Teaching method adopted by teachers significantly affects students understanding and performances in a subject. Effective teaching method significantly improves students' academic performance. The teaching approach used by teacher determine how well students will pass or fail in a subject. Student understands a concept or subject better when appropriate teaching methods are used in teaching them.

Research Question 3: What the possible ways of enhancing effective teaching and learning for improve student's academic performance in Secondary Schools in Minna?

Table 4: Responses on the possible ways of enhancing effective teaching and learning for improve student's academic performance in Secondary Schools in Minna

S/N	Item	SA	A	SD	D	Total
1	Only teacher's with minimum teaching qualification (NCE) and teaching experience should be employed in order impart the required knowledge to student	65 (65%)	25 (25%)	10 (10%)	-	100
2	Training and retraining should be given to existing teacher on effective teaching methods	70 (70%)	30 (30%)	-	-	100
3	Secondary schools teachers should be well remunerated and motivated for them to put in their best in teaching and learning process	55 (55%)	25 (25%)	18 (18%)	2 (2%)	100
4	Providing adequate fund for teaching and learning facilities to schools would help improve the performance of students in secondary schools	60 (60%)	22 (22%)	15 (15%)	3 (3%)	100

Source: Field Survey 2021

Table 4 under item 1 revealed that 65% of the respondents strongly agreed with the statement that only teacher's with minimum teaching qualification (NCE) and teaching experience should be employed in order impart the required knowledge to student, 25% of them are in support of the motion, while the remaining 10% of them strongly disagreed with the statement.

Item 2 under table 4 revealed that 70% of the respondents strongly agreed with the assertion that training and retraining should be given to existing teacher on effective teaching methods, while the remaining 30% are in support of the motion.

Item 3 under table 4 revealed that 55% of the respondent strongly agrees with the statement that Secondary schools teachers should be well remunerated and motivated for them to put in their best in teaching and learning process. 25% of are in support of the motion. 18% of them strongly disagreed with the assertion, while the remaining 2% disagreed with the motion.

Item 4 under table 4 shows that 60% of the respondents strongly agreed with the motion that providing adequate fund for teaching and learning facilities to schools would help improve the performance of students in secondary schools. 22% of them are in support of the assertion. 15% strongly disagreed with the assertion, while the remaining 3% disagreed with the assertion respectively.

The analysis above shows that only teacher's with minimum teaching qualification (NCE) and teaching experience should be employed in order impart the required knowledge to student. Training and retraining should be given to existing teacher on effective teaching methods. Secondary schools teachers should be well remunerated and motivated for them to put in their best in teaching and learning process. Provision of adequate fund for teaching and learning facilities to schools would help improve the performance of students in secondary schools. 1

4.4 Discussion of Findings

The analysis above revealed that teacher qualification and method of teaching has a significant impact on the academic performance of students in secondary schools. Majority of teachers who have imparted the required knowledge on students in our school possessed a minimum of NCE. Unqualified teachers lack ability to impart the required knowledge, which negatively affect student's academic performance. Poor academic performance of students can be attributed to unqualified or in experience teacher.

The analysis also indicates that Teaching method adopted by teachers significantly affects students understanding and performances in a subject. Effective teaching method significantly improves students' academic performance. The teaching approach used by teacher determine how well students will pass or fail in a subject. Student understands a concept or subject better when appropriate teaching methods are used in teaching them.

The analysis further revealed that only teacher's with minimum teaching qualification (NCE) and teaching experience should be employed in order impart the required knowledge to student. Training and retraining should be given to existing teacher on effective teaching methods. Secondary schools teachers should be well remunerated and motivated for them to put in their best in teaching and learning process. Provision of adequate fund for teaching and learning facilities to schools would help improve the performance of students in secondary schools.

The above results of the findings are in congruence with those of Akinfe, Olofinniyi & Fashiku (2012) who found that the role of professionally qualified/trained

teachers is an important teacher quality which enhanced students' academic achievement; teaching methods adopted by the teachers significantly influenced achievement of the behavioral objectives; and that teachers' experience significantly influenced students' academic performance. Research findings have also established that teacher's teaching experience is positively correlated with learning outcome. Similarly, Raw (2013) affirmed that teachers with years of experience in the profession turned out students with higher academic performance. This is due to the fact that these teachers are able to harmonize the minds and emotions of their students in class and this produces better academic achievement. Iheanacho (2012) argued that teachers with higher education qualification are more effective than those with lower qualification and that skilled teachers with some additional skills are more productive than the unskilled. Mohammed (2012) said teachers must remain a student all his life, as skills can only be learnt by teaching under the guidance of skilled tutors.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This research examined the influence of teacher's qualification on academic performance of students in Ahmadu Bahago Secondary School, Minna. The research has three objective and three research questions. The research has reviewed related literatures that have bearing on the subject matter of study. The research design adopted for the study was survey research design. The population of the study was the entire teachers and SSIII students in Ahmadu Bahago Secondary School Minna. The instrument used for data collection was a structure questionnaire. The data collected from the field was analyzed using simple percentage and frequency table to provide answers to the research questions. The results of the findings were consequently discussed.

5.2 Conclusion

Based on the result of the findings, the study concluded that teacher's qualification has significant impact on academic performance of students in secondary school. The study also concluded that there is a significant relationship between teaching method used by teacher and academic performance of student. The research further concluded that there are possible ways of enhancing effective teaching and in our secondary schools. A qualified teacher is crucial in any educational system that is why it is important to ensure every teacher is academically and professionally qualified. Teachers' qualifications have a serious implication on students' academic achievement.

Recommendations

In the light of this conclusion, the following recommendations were made:

- i. There should be a general reform of teacher education in all teacher training institutions.
- ii. It is necessary to ensure pre-service teachers content and pedagogical knowledge are adequate and meet up with the current trend in education.
- iii. The government should put up a strategy of checking the proliferations of colleges of education in the country to ensure that standard are not compromised. Any existing colleges of Education that have not met up the standard of NCCE should be given a specific time to meet up or deregister such colleges.
- iv. Government should make sure that teachers employed possess the necessary teaching qualifications to certify them to teach in secondary schools.
- v. Teachers should endeavor to improve themselves in the profession. They should make attempt to upgrade their certificate

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APPENDIX QUESTIONNAIRE

Department of Primary Education,
Niger State College of Education,
Minna.

Dear Respondent,

The researchers are students of the above mentioned institution carrying out research on the topic "Influence of teacher's qualification on academic performance of students Ahmadu Bahagao Secondary School Minna" as part of the requirement for the award of NCE. All information given shall be treated confidentially and be used for the purpose of this research work. Thanks.

Yours faithfully

Researchers

SECTION A: BIODATA OF RESPONDENTS

Categories of Respondents: Teacher () Students ()

Qualification: NCE () B.Ed/B.Sc. () M.Sc ()

Working Experience: 1-5 years () 6-10 years () 11-15 years () 16 years and above ()

SECTION B

Please Note that the acronym below stands for:

SA =Strongly Disagree

A =Agree

SD= Strongly Disagree

D = Disagree

Section B: Questionnaire

S/NO	ITEMS	SA	A	SD	D
	Research Question1: What is the impact of teacher's qualification on academic performance of students in Ahmadu Bahago Secondary School Minna?				
1	Teacher's qualification has a significant influence on academic performance of students				
2	Majority of teachers who have imparted the required knowledge on students in our school possessed a minimum of NCE				
3	Unqualified teachers lack ability to impart the required knowledge, which negatively affect students academic performance				
4	Poor academic performance of, students can be attributed to unqualified or in experience teacher				

	Research Question 2: What is the influence of teacher's teaching methods on academic performance of students in Ahmadu Bahago Secondary School, Minna?				
5	Teaching method adopted by teachers significantly affects students understanding and performances in a subject.				
6	Effective teaching method significantly improves students' academic performance.				
7	The teaching approach used by teacher determine how well students will pass or fail in a subject.				
8	Student understand a concept or subject better when appropriate teaching methods are used in teaching them.				
	Research Question 3: What are the possible ways of enhancing effective teaching and learning for improve student's academic performance in Secondary Schools in Minna?				
9	Only teacher's with minimum teaching qualification (NCE) and teaching experience should be employed in order impart the required knowledge to student.				
10	Training and retraining should be given to existing teacher on effective teaching methods.				
11	Secondary schools teachers should be well remunerated and motivated for them to put in their best in teaching and learning process.				
12	Providing adequate fund for teaching and learning facilities to schools would help improve the performance of students in secondary schools.				